

## 2021-22 School Improvement Plan Goal Setting Sheet



School: Jefferson Elementary School

<b>School Goal</b>	<b>Jefferson staff will utilize research-based instructional practices that will allow, for the 2021-2022 School Year, &gt;45% of students Meeting or Exceeding Grade Level Expectations for the iReady Math EOY Assessment</b>
<b>MSD Key Performance Indicator:</b> <a href="#">(Board/District Goals)</a>	<i>Students Are Numerate: Eighth Grade Math, State Assessment</i>
<b>ORIS Indicator:</b> <i>(Title only)</i>	<b>(4.3) Cultivate Academic Success</b>

### Analysis of Baseline Data

What data sources did our team examine? *iReady Data*

2017 - 2018				2018-2019				2019-2020			
	Fall	Winter	Spring		Fall	Winter	Spring		Fall	Winter	Spring
<b>Math</b>	17%	30%	51%	<b>Math</b>	23%	38%	52%	<b>Math</b>	16%	34%	Covid Shutdown
2020 - 2021				2021 - 2022							
	Fall	Winter	Spring		Fall	Winter	Spring		Fall	Winter	Spring
<b>Math</b>	15%	25%	33%	<b>Math</b>	11%						

Remote, LIP, Hybrid and In-Person by Spring

What needs did the data review reveal?

The data revealed that it appears as a result of the pandemic and Comprehensive Distance Learning, math scores have fallen. The needs that our site has, due to unfinished learning, is to utilize strategies and best practices in order to accelerate learning. The data also re-enforced the fact that we need to make home-to-school connections, so that parents can also be a resource and support for math learning at home.

## 2021-22 School Improvement Plan Goal Setting Sheet



<b>Action</b> (include correlation to needs revealed)	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Accountability/Monitoring Measurement</b>	<b>Resources</b> (building allocation, people, money)
Math Studio Best Practices and Habits of Mind from previous training, need to be continued by all staff and shared with new staff.	Teachers who have been previously trained, Medford's Academic Coaches.	2021-2022	iReady benchmark data	Staff, planning hours, materials and supplies.
Individualized iReady Lessons for students (based on diagnostics) for grades 1-6.	Teachers	2021-2024	iReady benchmark data, formative assessment data	District-funded iReady software program
Additional Targeted Instruction (ATI) groups	Teachers	Ongoing	iReady benchmark data, formative assessment data.	Title 1 Specialist, Teachers, Materials and Supplies as needed
Staff will review, and plan interventions and enrichment, based on iReady data, along with formative assessments, to identify student-specific needs.	Teachers, Title 1 Specialist, ELD Teacher, SPED Teacher.	At regular PLC time, staff meetings	iReady benchmark data Formative assessment data	Materials and supplies, curriculum and programs
iReady Training Analyzing Data and Planning for Instruction PD	iReady Trainers	9/22/21	iReady data utilization and differentiated lessons	Classroom Teachers
Data Team Meetings	Principal, AP, Title 1 Specialist Instructional Specialist, SPED Teacher, EL Teacher	Weekly	Minutes, Actions, and Post-action data review.	Office space
PD on Number Talks	Principal	2022-2023	iReady benchmark data	Materials and supplies

**2021-22 School Improvement Plan  
Goal Setting Sheet**



School: Jefferson Elementary School

<p><b>School Goal</b></p>	<p><b>Develop a tiered system of support for students that have identified needs for the following:</b></p> <ul style="list-style-type: none"> <li>● Behavioral</li> <li>● Social-Emotional</li> </ul> <p><b>By June of 2021-2022, 100% of our students will receive behavioral/emotional tiered support according to our SEL weekly data.</b></p>
<p><b>MSD Key Performance Indicator:</b> <a href="#">(Board/District Goals)</a></p>	<p><i>Students Are Engaged: YouthTruth, Engagement Measure</i> <i>Students Can Read: Third Grade Reading, State Assessment</i> <i>Students Are Numerate: Eighth Grade Math, State Assessment</i></p>
<p><b>ORIS Indicator:</b> <i>(Title only)</i></p>	<p><b>4.5 Provide Multi-Tiered Systems of Support</b></p>

<p><b>Analysis of Baseline Data</b></p>
<p>What <u>data sources</u> did our team examine? SWIS Referral System 2020-2021, SEL Room (The Landing Zone) data.</p> <ul style="list-style-type: none"> <li>● 2017-2018: 714 referrals</li> <li>● 2018-2019: 535 referrals (reduction of 25% from 2017/18)</li> <li>● 2019-2020: 528 referrals</li> <li>● 12% of Jefferson Students account for 90% of current referrals</li> <li>● 48% classroom referrals</li> <li>● 2020-2021: COVID Year, data unreliable</li> <li>● Landing Zone 2021:             <ul style="list-style-type: none"> <li>○ 140 visits: 36 (25.7%) scheduled, 104 (74.3%) unscheduled</li> <li>○ Scheduled</li> </ul> </li> </ul>

## 2021-22 School Improvement Plan Goal Setting Sheet

- *August: 2 visits*
- *September (as of 9/29/21): 34 visits*
  - *Kinder: 13.9 %*
  - *1st - 8.3 %*
  - *2nd - 0 %*
  - *3rd - 5.6 %*
  - *4th and 4/5 - 16.7%*
  - *5th - 55.6 %*
  - *6th - 0 %*
- *Unscheduled*
  - *August: 21 visits*
  - *September (as of 9/29/21): 83 visits*
  - *Grade Levels -*
    - *Kinder: 17.3 %*
    - *1st - 8.7 %*
    - *2nd - 1.9 %*
    - *3rd - 23.1 %*
    - *4th and 4/5 - 11.6%*
    - *5th - 34.6 %*
    - *6th - 2.9 %*

What needs did the data review reveal?

- We need better systems that give us additional information: referrals: gender, location, time, person writing referral; lagging skills for students
- More tier 1 supports in the classroom to support students with unscheduled visits to the Landing Zone.
- 5th grade appears to have the highest need for Social and Emotional Regulation learning

## 2021-22 School Improvement Plan Goal Setting Sheet

<b>Action</b> (include correlation to needs revealed)	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Accountability/Monitoring Measurement</b>	<b>Resources</b> (building allocation, people, money)
Emotional and behavioral support for all students	Staff, Certificated and Classified	August, 2021-June, 2022	Teacher referrals for social-emotion support. Teacher documents observations in the Notes section in Synergy.	Staff, rooms, materials and supplies, snacks.
20 minute, daily, Social Emotional learning lessons	Certified	August, 2021-June, 2022	Administration observations Decrease in unscheduled Landing Zone visits, referrals, and Requests for Support.	2nd Steps Curriculum SEA Resources
Daily/weekly communication as needs arise between teachers and Behavior Specialist, Title 1 Specialist, and Social-Emotional Advocate TOSA (Teacher on Special Assignment)	Classroom Teachers, Behavioral and Social-Emotional Support Staff	August, 2021-June, 2022	Increased attendance Decrease in student referrals for social-emotional and behavioral support	Principal, Title 1 Specialist, Social-Emotional Advocate and Support Staff
Weekly meetings to discuss data from staff regarding student concerns and targeted strategies to implement next-step supports	Principal, Assistant Principal, Title 1 Specialist, Social-Emotional Advocate TOSA (Teacher on Special Assignment)	August, 2021-June, 2022	Increase in active-participation Decrease in behavior concerns from teachers/staff	Principal, Title 1 Specialist, Social-Emotional Advocate and Support Staff
Provide a Title Social/Emotional Support Room (The “Landing Zone”) based on Trauma-informed practices to	Title 1 Specialist, Principal	August, 2021-June, 2022	Student Engagement Increase in SBAC scores Reduced Behavior Referrals Landing Zone Data	Full Time SSA Landing Zone Room Materials and Supplies Sensory equipment

## 2021-22 School Improvement Plan Goal Setting Sheet

provide in-the-moment and short-term support for students.				
Coordinate Social-Emotional Advocate TOSA, Landing Zone programs--identifying Tier 1, Tier 2, and Tier 3 Supports and Interventions	Principal, Title 1 Specialist, and PBIS Team	August, 2021-June, 2022	Reduced referrals for SEL support Increase tiered intervention options for students	Part Time Social-Emotional Advocate TOSA (Teacher on Special Assignment) Landing Zone Room Materials and Supplies Sensory equipment
Student of the Month Assemblies that promote community and encourages daily positive behaviors	Staff, Principal	August, 2021-June, 2022	Reduced Behavior Referrals	Classroom Teachers, Principal, Staff Weekly Prizes- mail supplies EOY prizes Videos
Implementation of Social Emotional Curriculum at the Tier 1 Level (Second Steps). Establish a target skill weekly	Teachers	August, 2021-June, 2024	Reduced referrals for SEL support Decrease in emotion concerns from teachers/staff	Second Steps Curriculum
Implementation of Tier 2, small groups, based off of data	Social Emotional Advocate	October, 2021 - June, 2024	Referrals, Data Team review, Landing Zone data. College and Career Ready Standards.	Curriculum, Materials and Supplies and PD
Implementation of Tier 3, individual one on one skill instruction, based off of data	Social Emotional Advocate, Resource, Principal, Assistant Principal	January, 2022 - June, 2024	Referrals, Data Team review, Landing Zone data. College and Career Ready Standards.	Curriculum, Materials and Supplies and PD

## 2021-22 School Improvement Plan Goal Setting Sheet

School: Jefferson Elementary School

<b>School Goal</b>	Utilize the latest research and best practices to inform teaching, and develop professionally as a team with horizontal and vertical articulation being a top priority, contributing to >55% of Jefferson students Meeting or Exceeding Grade Level Expectations for the iReady Reading EOY Assessment, and >45% of Jefferson students Meeting or Exceeding Grade Level Expectations for the iReady Math EOY Assessment.
<b>MSD Key Performance Indicator:</b> <a href="#">(Board/District Goals)</a>	<i>Students Can Read: Third Grade Reading, State Assessment</i> <i>Students Are Numerate: Eighth Grade Math, State Assessment</i>
<b>ORIS Indicator:</b> <i>(Title only)</i>	<b>4.2 Materials &amp; Practices to Inform Instruction</b>

Analysis of Baseline Data												
What <u>data sources</u> did our team examine? <i>iReady data</i>												
<b>2017 - 2018</b>				<b>2018-2019</b>				<b>2019-2020</b>				
	Fall	Winter	Spring		Fall	Winter	Spring		Fall	Winter	Spring	
Reading	23%	34%	53%	Reading	23%	43%	61%	Reading	20%	38%	Covid Shutdown	
<b>2020 - 2021</b>				<b>2021 - 2022</b>								
	Fall	Winter	Spring		Fall	Winter	Spring					
Reading	27%	35%	48%	Reading	20%							
<i>Remote, LIP, Hybrid and In-Person by Spring</i>												
What <u>needs</u> did the data review reveal?												

## 2021-22 School Improvement Plan Goal Setting Sheet

Students benefit from in-person learning and consistency in the intervention supports provided. In the year 20-21, that 27% is an outlier because they took the assessment at home and we found that parents provided support during the test. The data also revealed that traditionally we were able to make 30-38% growth from Fall to Spring in traditional learning years.

<b>Action</b> (include correlation to needs revealed)	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Accountability/Monitoring Measurement</b>	<b>Resources</b> (building allocation, people, money)
Instructional Practices PD based on John Hattie's Research in order to strengthen Tier 1 core instruction.	Principal/Assistant Principal/Title 1 Coordinator	January 2022-June 2023	iReady benchmark data Lesson observations	Materials, professional development
"Strengthening your Title 1 Program" PD and follow up implementation	Title 1 Specialist/ ELD Specialist/ SpEd Specialist/ Principal	December 2020-June 2022	iReady benchmark data	General PD funds
National ESEA Conference	Title 1 Specialist/ ELD Specialist/ Principal	February 2021	Increased implementation of effective strategies and culturally aware practices	District Title 1 PD funds
Literacy (Writing through Science) PD	Leslie Ashpole, K-12 Science/Steam Implementation Specialist	2021-2022	NGSS and integrated literacy lessons	Training space
Prioritized Title resources for extra intervention opportunities for 1st - 3rd grades <i>(each grade receives two 40 minute intervention blocks, 4x a wk = 8 intervention blocks per week per grade).</i>	Title 1 Specialist	2021 - 2022	Phonics Screener iReady benchmark data	Title 1 Specialist; district approved intervention curriculum



**2021-22 School Improvement Plan  
Goal Setting Sheet**



School: Jefferson Elementary School

<b>School Goal</b>	Develop long term connections to all stakeholders, guaranteeing that all students and families feel supported, welcome, and engaged.
<b>MSD Key Performance Indicator:</b> <a href="#">(Board/District Goals)</a>	<i>Students Are Engaged: YouthTruth, Engagement Measure Students Can Read: Third Grade Reading, State Assessment Students Are Numerate: Eighth Grade Math, State Assessment</i>
<b>ORIS Indicator:</b> <i>(Title only)</i>	<b>5.1 Equity and Access</b>

<b>Analysis of Baseline Data</b>
What <u>data sources</u> did our team examine? <i>YouthTruth, Parent #'s at Conferences and School Activities.</i>
What <u>needs</u> did the data review reveal? <i>Since COVID, parent involvement has dropped.</i>

<b>Action</b> <small>(include correlation to needs revealed)</small>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Accountability/Monitoring Measurement</b>	<b>Resources</b> <small>(building allocation, people, money)</small>
---	--------------------------	-----------------	--	---

## 2021-22 School Improvement Plan Goal Setting Sheet

Parent Involvement Conduct Sub population informational and stakeholder meetings (ELD, SPED)/Surveys	ELD teacher, Principal, SPED teacher	June 2022	Survey results	Materials
Increase online presence - promoting events and opportunities to engage - Canvas, Facebook, Webinars, Assemblies, email and text options in all languages	Office staff, Principal, Staff	June 2022	The amount of traffic on our social media accounts	Office Manager, social media accounts
PD - Engaging parents through Technology - Canvas, use of email, text and social media	Classroom teachers, Secretary, Office Manager, ELD teacher, SPED teacher, Principal	June 2022	The amount of traffic on our social media accounts, amount of parents using and understanding Canvas.	Materials, supplies, and technology resources
Develop common expectation for delivering information to parents	Office Manager, Principal, Leadership Team	December 2021-2022	Frequent, ongoing, and consistent communication	N/A
Maintain updated calendars	All staff	Ongoing	Frequent, ongoing, and accurate communication	N/A
Measure increase of subpopulations at school based events	Title 1 Specialist	Annually	Increased attendance within subpopulations	N/A
PD - Training on equity based practices	Principal, ELD Teacher, Guest speakers	June 2021 - Ongoing	Equity-based practices increase site-wide	Materials, supplies.
Annual Family Meeting For Title 1A	Title 1 Specialist	February 2021	Zoom attendance reports/sign-ins	Materials, supplies

## 2021-22 School Improvement Plan Goal Setting Sheet

Foster Grandparent Connection	Teachers	2022-2023	Ongoing engagement with Foster Grandparents, staff, and students	Materials, Supplies
<b>Family Nights:</b> <ul style="list-style-type: none"> <li>• Bingo night, Movie night, STEAM night, Pastries with Parents, Grandparents Day Lunch, Bring your Parents to PE, Veterans Assembly, Winter Sing-along, Spring Sing-along, Jet Day</li> </ul>	Staff, parents, students	Ongoing	Attendance	Materials, supplies
One School, One Book event	Staff, parents, students	Yearly	Student participation	Materials, supplies
Grade Walk	Past Jefferson Students & Staff	Yearly	Student participation	N/A
6th Grade Career Day or Day of the Dignitaries	6th grade teachers	Yealy	Student participation	Volunteers, materials and supplies
Mayor's Cup Run	Staff, parents, students	Yearly (April)	Staff, parent and student participation	Staff, materials and supplies
Booster Club/PTO	Principal, staff, parents	June 2021 - ongoing	Parent participation	Volunteers, materials and supplies